91-01689/

REPORT ON THE PROVISION OF ELECTRONIC MEDIA FOR PROVINCIAL COLLEGES, INSTITUTES, OPEN LEARNING AGENCY COMPONENTS, AND UNIVERSITIES

Prepared by
Ross Carter
Director of College Resources
Vancouver Community College

for the

Centre for Curriculum and Professional Development
Victoria, British Columbia

January, 1990.

Canadian Cataloguing in Publication Data

Carter, Ross.

Report on the provision of electronic media for provincial colleges, institutes, open leearning agency components, and universities

ISBN 0-7718-8914-3

1. Education, Higher - Audio-visual aids. 2. Audio-visual materials - British Columbia. I. Centre for Curriculum and Professional Development. II. Title.

LB1043.2.C3C37 1990 378.1'73 C90-092052-1

For further information regarding this report contact:

Centre for Curriculum and Professional Development
Fifth Floor, 1483 Douglas Street
Victoria, British Columbia V8W 3K4
Telephone: (604) 387 6065
Fax: (604) 387 9142

Copyright 1990, Centre for Curriculum and Professional Development
Copies of this publication may be made for educational purposes providing that the source is sited and copies are not sold for profit.

EXECUTIVE SUMMARY

Background of the Report

In response to concerns expressed by the Media Exchange Cooperative (MEC), the Council of Post-Secondary Library Directors (CPSLD),Open Learning Agency components and the Centre for Curriculum and Professional Development staff, the Centre commissioned an examination of the problems clustered around the provision of instructional media especially electronic media-video and computer software on a provincial basis to advanced education.

The Issues

The problems identified are as follows:

- There is a growing difficulty in maintaining a current, active, carefully chosen inventory of instructional video for use by advanced education throughout the province.

- Existing provincial licenses for the use of instructional video by advanced education are expiring without an adequate mechanism for coordinating renewal in place.

- Curriculum developers are not being supported adequately in the identification and provision of evaluated instructional media.

- A process for the identification, evaluation and provincial acquisition of and access to instructional microcomputer software does not exist.

- Information is not accessible as to instructional films and video available for use throughout the post-secondary system.

- Funds available to support and undertake these and related tasks are inadequate.

The 1989/90 shortfall in funding necessary to renew and acquire provincial licenses for instructional video required for existing and newly developed curriculum and to renew and acquire those video titles and series in the highest demand through advanced education has been identified. That shortfall is **$276,512.**

The Issues (cont'd)

Projections indicate that without additional funding a similar shortfall will occur in 1990/91 as video licenses acquired five years ago expire and as demand for important new instructional video develops.

The Study

An advisory group representative of the various post-secondary and elementary/secondary institutions and agencies provided background information, identified needs and suggested solutions related to the acquisition of electronic media. The background is detailed in the report. In addition, the roles of the Media Exchange Cooperative, the Provincial Educational Media Centre, the Educational Technology Centre, the components of the Open Learning Agency and institutions are outlined in relation to the provision of instructional 16 mm film, video and microcomputer software. The deficiencies in the present system are provided and fiscal advantages of provincial licensing of video are specified.

A framework for post-secondary media acquisitions and the group of processes and activities necessary to support that acquisition has been developed.

Recommendations

No existing institution or agency has the mandate or capacity to serve the range of functions necessary to provide provincial rights acquisitions for electronic media for advanced education in British Columbia. Nevertheless, the existing players, i.e., the contracted institution (Vancouver Community College), the Curriculum Centre, the Open Learning Agency, PEMC and Image Media Services should continue to contribute to a provincial electronic media acquisition system for advanced education. An examination of the mandate and resources of these institutions and agencies indicates that a new "office" is required. Provisionally, the report designates the office as the Electronic Media Access Centre. (See Section 5 for further details).

Recommendation 1

That an office be created to provide system coordination for the identification, acquisition and administration of electronic media province-wide rights and that it operate under the umbrella of the Centre for Curriculum and Professional Development.

Recommendation 2

That a board be established consisting of representatives of the institution or groups of institutions which are served by or linked to the office.

Recommendation 3

That the Electronic Media Access Centre manage, in cooperation with the proposed Electronic Library Network the development of the proposed Media Database.

Recommendation 4

That the 1990/91 funding for acquisition of provincial duplication and usage rights for advanced education be raised to better reflect system-wide requirements for video acquisition.

CONTENTS

Introduction	vii
16mm Film, Video and Microcomputer Software in Instruction	1
Present Video Licensing Requirements of the Post-Secondary System	2
Identifying Video Requirements	2
Media Exchange Cooperative (MEC)	2
System Video Requirements Identified through MEC	3
The Centre for Curriculum and Professional Development and Instructional Media	4
Centre for Curriculum and Professional Development Contract with Vancouver Community College for Post-Secondary Media Coordination Service	5
Summary of 1989/90 Media (video) Non-Broadcast Rights Acquisitions Funding and Expense Requirements	6
Other Video Rights Needs in the Post-Secondary System	7
Open Learning Agency Components	7
Projects	9
University	10
Provincial Educational Media Centre (PEMC)	10
Supporting Advanced Education Curriculum with Video and Computing Resources	12
Deficiencies in the Present System	12
Components of an Electronic Media Acquisitions System	14
Requirement for an Advanced Education Media Coordinating Agency	15
Existing Agencies and Institutions Coordinating Media Rights	15
Recommendations	16
Implementation	20
Appendices	

REPORT ON THE PROVISION OF ELECTRONIC MEDIA FOR POST-SECONDARY INSTRUCTION IN B.C.

INTRODUCTION

This report was commissioned by the Centre for Curriculum and Professional Development in response to concerns expressed by the Council of Post-Secondary Library Directors, the Media Exchange Cooperative, the Centre staff and the Open Learning Agency. Those bodies observed that a current, active, carefully chosen inventory of video in support of instruction was not being maintained at the post-secondary level; that information about new curriculum support resources was not widely enough available through the system; that existing clearances and licenses for use were expiring without notice to users; that curriculum developers were not being supported adequately with evaluated media and that funds available were inadequate to undertake these tasks.

Representatives of several groups also observed that there was a need for a mechanism to evaluate, publicize and coordinate the purchase of instructional microcomputing software. They noted that such coordination could lead to savings in the purchase of such software if licenses for multiple institutions were negotiated.

The intention of the report is to provide background, to outline the current situation in the provision of provincial licensing for instructional video and other media and to recommend organizational structure and required funding.

An advisory group representative of the various post-secondary sectors involved in utilization of instructional media was asked to provide background and identify needs. Those representatives who contributed are:

Ms. Nini Baird, Director of Programming, Knowledge Network, OLA
Mr. Bill Christensen, Dean of Academic Studies, Okanagan College
Mr. Jim Duncan, Media Services, East Kootenay Community College
Mrs. Mary Anne Epp, Media Coordinator, Langara Campus Library, Vancouver Community College
Mr. Walter Griba, Director, Instructional Media Services, Simon Fraser University
Mrs. W. E. Harris, Director, Learning Resources, Fraser Valley College
Mr. Gary Karlsen, Manager, Audiovisual Services, Fraser Valley College
Mr. Bob Lajoie, Acting Associate Director, Continuing Education, Vancouver Community College
Mr. Bruce MacLean, Director, Instructional Media Services, Vancouver Community College
Ms. JoAnne Pasquale, Coordinator of Resource Centre and Publications, Centre for Curriculum and Professional Development
Ms. Robyn Syme, Director, Resources Branch, Ministry of Education

1. 16 MM FILM, VIDEO AND MICROCOMPUTER SOFTWARE IN INSTRUCTION

Information stored on film or video or embedded in a computer program can have important advantages over information stored in print in certain pedagogical situations. (Print stored information has advantages in other situations, of course). These advantages and their relationship to student learning styles have been commented on at length in professional literature and need not be reviewed in this report.

It is useful to note, however, that film is used widely in a variety of post-secondary teaching settings and that film projectors and screens are standard equipment throughout B.C. colleges, institutes and universities. Film will continue to be purchased as an instructional resource by individual institutions to some limited extent.

Television is also widely used in classrooms. Videotape, because of its flexibility, is the most commonly used television storage medium. The videotape recorder (VCR) and television monitor are also standard equipment throughout post-secondary institutions. In addition, instructional television programs have been broadcast throughout the province by the Knowledge Network since 1980. These broadcast instructional programs are used in home learning and classroom settings.

Microcomputer software designed to instruct or support instruction is growing in importance. However, computer assisted instruction (CAI) and computer managed learning (CML) software is still not widely available or used in the colleges, institutes and universities in B.C. The design and production of software is expensive. Markets must be large to sustain development costs. Curriculum must be stable, too. Only a few courses or programs at the post-secondary level meet those criteria. Finally instructors have only recently become involved in computer-based activity and have only recently had widespread access to equipment with which to develop their skills in relation to instructional computing.

1.1 Concepts of Video and Computer Software Licensing

All information, whether stored on film, videotape, printed page or in a computer program is "owned" unless it is of an age where it has entered the public domain. The Canadian copyright laws were recently rewritten to make it clear that video and computer programs are covered by copyright.

Copyrighted electronic media, i.e., video and computer programs, used in a classroom, duplicated, transferred through an electronic network or broadcast requires the permission of the copyright owner. That permission for video and computer software is commonly acquired through a license. Distributors, who have purchased rights from

1.1 Concepts of Video and Computer Software Licensing (cont'd)

the program producers, will license schools, colleges, institutes, or universities or other public agencies individually or in groups to use a particular program. (See Appendix 7). The management of aspects of this licensing process is the subject of this report. (See Appendix 4 for background information on the development and status of provincial initiatives to improve access to instructional media in film, video and computer formats).

2. PRESENT VIDEO LICENSING REQUIREMENTS OF THE POST-SECONDARY SYSTEM

2.1 Identifying Video Requirements

By and large the use of film, video and computer software in instruction at the post-secondary level is the professional responsibility of individual instructors. However, provincially developed curriculum in the occupational training and adult basic education sectors usually specify media learning resources. In addition, open learning programs tend to integrate media resources in a more formal relationship to curriculum.

Academic studies and career/technical programs, except in open learning formats, do not, typically, develop with provincially specified media support resources. Nevertheless demand for specific media resources by individual instructors throughout the B.C. System does coalesce around popular, well conceived and well produced instructional video.

2.2 The Media Exchange Cooperative (MEC)

The Media Exchange Cooperative has been the vehicle for identification of non-Broadcast media requirements by instructors in the colleges and institutes and universities. All of the colleges (except North Island College), institutes and universities are members of the Cooperative. The Open Learning Agency is not a member of MEC because it does not have the capacity to circulate videotape copies to other institutions for classroom use.

2.2 The Media Exchange Cooperative (MEC) (cont'd)

The Cooperative members operate previewing and media evaluation services at their individual institutions. In addition, they monitor media titles through their local film and video booking services.

Periodic catalogues of film and video collections held in the Learning Resource Centres of the MEC members have been produced as computer output microfiche (COM). These simplified catalogues are now beyond the resources of the Cooperative to produce. Instead, Vancouver Community College Media Library is maintaining a location file which serves to identify which institution owns recently acquired instructional film and video. The information in the file is accessible by program title only.

2.2.1 System Video Requirements Identified through MEC

Vancouver Community College has been asked by the Centre for Curriculum and Professional Development to assist in the identification and prioritization of video resources required to support college, institute and university curriculum. The media librarian designated to manage the contract with the Centre on behalf of Vancouver Community College is working with MEC to undertake this process.

Each MEC member college, institute and university is contacted through their MEC representative and asked to identify video programs in high demand for instruction at their institution. These responses are collated by the individual at Vancouver Community College responsible for undertaking the Centre assignment. A short list of video titles and series for both renewal and new rights acquisition representing the highest demand throughout the system is then developed.

From PEMC records, 204 individual video titles and 70 series for which duplication and usage rights are expiring in 1989/90, have been identified. These rights were purchased three to five years ago by PEMC on behalf of the post-secondary section.

The review by MEC members of these titles and series has identified 12 individual titles and 12 series for which renewal of provincial rights is of the highest priority. The 12 individual titles will cost $14,800 for five year duplication and usage rights; the 11 series will cost $111,415. System demand (at

2.2.1 **System Video Requirements Identified through MEC (*cont'd*)**

least five institutions or more) is more than high enough to justify the acquisition of provincial duplication rights. (See Appendix 6).

In addition, Media Exchange Cooperative members have identified 62 "new" video titles and 31 video series for which their instructors have expressed a curriculum requirement. While the majority of these are of interest to only one or two institutions at this time, some of the individual titles and series, especially the nursing related instructional video and those exploring the needs of the elderly will be broadly integrated into post-secondary curriculum. An estimate of the cost of acquiring the four highest priority new series is difficult because several titles are just now being priced by their distributors. Typical is the recent CBC production, **Struggle for Democracy**, hosted by Patrick Watson. It is already being requested for use in the classroom by a number of colleges. $3,150 per site license is the price the distributor is asking. Province-wide rights have been estimated at $20,000. $50,000, it is estimated, should cover purchase rights for those highest priority new series. (See Appendix 6).

2.3 The Centre for Curriculum and Professional Development and Instructional Media

The Centre for Curriculum and Professional Development was recently created as a college and institute system resource with responsibilities for managing curriculum and professional development, as its title suggests. Ministry of Advanced Education and Job Training staff with appropriate experience were transferred to the new Centre.

In addition to the forenamed responsibilities, the Centre operates a Resource Centre concentrating on support materials for curriculum and professional development and is responsible for publishing provincially developed curriculum. The Centre is also mandated to provide liaison with the Open Learning Agency for the production and distribution of these materials. It is responsible, too, for liaison with the Provincial Educational Media Centre (PEMC) for the purchase and distribution of provincial resources for use in college and institute programming.

2.3 The Centre for Curriculum and Professional Development and Instructional Media (cont'd)

Typical curriculum development projects being undertaken for the Centre by instructors throughout the system range from competencies for Certified Dental Assistants to Welding Training and through to Adult Basic Literacy.

All are centred on occupational and adult basic education requirements.

Necessarily these developmental projects have priority for the available funds for curriculum support materials. 20 individual and 12 series instructional videos have been identified by the Centre for curriculum support.

Duplication rights acquisition for the identified single titles will cost $23,897. Pricing of the 21 series suggests that five year renewal or purchase of the video series required will total $198,400. (See Appendix 5).

To date the post-secondary PEMC funding has also been used to acquire video resources for apprenticeship curricula. If these projects are to increase in the future, additional funding would be required to meet this specialized need. Also the Centre handles projects for other Ministries such as the alcohol and drug prevention curriculum for the Ministry of Labour and the recently completed caregiver curriculum for the Ministry of Social Services and Housing (funded by the Ministry of Advanced Education). These latter two projects do not include funding for the purchase of media rights. The unfortunate consequence is that funds are unavailable to acquire instructional media now desired to support the developing curriculum.

2.3.1 Centre for Curriculum and Professional Development Contract with Vancouver Community College for Post-Secondary Media Coordination Service

As noted above, the Centre has contracted with VCC for a variety of video rights acquisition coordination and support services. These services are detailed in the June 1989 **Guidelines for Provincial Educational Media Centre Services to the Colleges and Institutes 1989/90.** (see appendix 3).

The **Guidelines** also outline the roles of the Centre for Curriculum and Professional Development and PEMC and detail the goals of the Centre regarding media services for B.C.'s colleges and institutes.

2.3.1 **Centre for Curriculum and Professional Development Contract with Vancouver Community College for Post-Secondary Media Coordination Service (cont'd)**

In sum, the Centre provides priorities in the context of its curriculum development projects and manages the funds for rights acquisition; VCC coordinates system information about provincial post-secondary video requirements and acts as a clearing house of information for the Media Exchange Cooperative members, Open University (OLA), Open College (OLA) and PEMC with regard to system video requirements and provincial acquisitions. Vancouver Community College requisitions the purchase of identified instructional video (and other media) and provides information to the colleges, institutes and universities about those purchases. PEMC negotiates the acquisition and renewal of rights as requisitioned. It maintains the records of contracts and provides information about their status. Image Media Services provides duplication and distribution services.

In 1989/90, $150,000 has been made available for the coordination and rights acquisition services provided through VCC.

2.4 **Summary of 1989/90 Media (Video) Non-Broadcast Rights Acquisitions Funding and Expense Requirements**

Expenses (Requirements)

Centre for Curriculum and Professional Development ($222,297)

Media Exchange Cooperative identified priority titles ($176,215)

Coordination ($28,000)

Total Requirements: $426,512

Revenue (Centre for Curriculum Development Grant)

Coordination ($28,000)
Rights Acquisitions ($122,000)

Total Revenue: $150,000

Funding Shortfall: **$276,512**

2.5 Other Video Rights Needs in the Post-Secondary System

Several other institutions in the post-secondary sector in B.C. have mandates which require an adequately funded, smoothly functioning, responsive system of provincial video rights acquisitions and distribution. The three components of the Open Learning Agency (Open College, Open University and the Knowledge Network) require use, duplication and broadcast rights in a variety of mixes. Various faculties in the distance education divisions of the provincial universities utilize video in support of courses and require access.

2.5.1 Open Learning Agency Components

Since 1980 the **Knowledge Network** has provided British Columbia's educational television service. Up to 50% of its broadcast schedule is allocated to curriculum-based programming.

It broadcasts complete telecourses and individual programs in support of specific courses at the request of its partners in the post-secondary system (universities, colleges and institutes). Since 1988 the Knowledge Network has also worked with the Ministry of Education to develop a broadcast Schools TV. The other 50% of its broadcast schedule is governed by the Open Learning Agency's Public Education Programming Policy under which it broadcasts programs for children and adults in eleven theme areas.

Since it first began broadcasting, the Knowledge Network and its partners have relied upon the availability of well-produced, instructionally valid telecourses and individual programs that support course materials. A telecourse may consist of a multiple segment broadcast quality television video series, an instructor's guide, a student guide, a text or a series of texts, student workbook, student evaluation, and library services. The continued availability of telecourses throughout the province, which will reach students who are isolated because of geography, employment commitments or social and physical reasons, is vital. Television is the most accessible of media.

2.5.1 Open Learning Agency Components (cont'd)

The Knowledge Network has negotiated broadcast rights to programs and series on behalf of its partners in B.C.'s educational system. The Knowledge Network recently negotiated rights to the **Great Writers** telecourse on behalf of Vancouver Community College under a grant from the Knowledge Network Development Fund. The existing broadcast rights to 43 telecourses and series will expire by April 30, 1990. Rights to broadcast 55 single segment video programs will also expire prior to that date.

Many of the telecourses for which broadcast rights are expiring are also the series which colleges and institutes have indicated through MEC are required to support classroom instruction. Single series segment videos are utilized as support for open learning courses delivered through other components of the OLA or through the colleges, institutes or universities.

The Knowledge Network is eliciting response from post-secondary institutions as to their renewal or acquisition requirements.

The **Open College** provides for a wide range of student learning needs in B.C. Employment training, re-training, skills upgrading in the form of career, technical and vocational distance education courses are offered by this OLA component in concert with the province's colleges and institutes. The **Open University** which delivers undergraduate and graduate courses through open learning to students throughout B.C. in collaboration with the three universities and the colleges has integrated a number of telecourse series into its courses. Both OLA components (Open College and Open University) utilize video in a variety of ways. Usually the video component which may consist of 10 - 20 television segments is "stacked" on two or three video cassettes. These are loaned to the distance education student. With all of the television segments at hand and text and course study guides which detail the relationship to reading, viewing and assignments, the student can control the pace of learning.

2.5.1 Open Learning Agency Components (cont'd)

Both components utilize the Knowledge Network to broadcast telecourses. For example the Knowledge Network recently negotiated rights for the Open College for broadcasting the telecourse **Computerworks.** Open College recently acquired provincial duplication and use rights to **Introducing Biology**, a telecourse for which rights were lapsing. The video segments are integrated into one of the Open College courses. It is also widely used among the colleges and institutes.

Again, coordination of such rights acquisition is important. Three of the telecourse series used by the Open University have rights which are expiring in 1989/90. Without duplication and use rights the courses with which the video is integrated cannot be provided to students.

2.5.2 Projects

From time to time individual institutions have developed courses which integrate video into their delivery. Most of these are intended to have the video segment broadcast by the Knowledge Network. The art history and studio telecourses developed by the Emily Carr College of Art and Design in association with the Open University and the Knowledge Network are typical. For example, **Contemporary Art in Canada** uses a variety of video program to develop an understanding of Canadian artists.

Fraser Valley College, in cooperation with several other colleges, has undertaken to develop a telecourse reviewing Native Culture in British Columbia. The course is dependent on provincially acquired rights to a number of classic programs illustrating native cultures. Broadcast rights for this telecourse have been cleared for the Knowledge Network by the Provincial Educational Media Centre.

These and other future projects may be supported in part by grants from the development funds administered by the Planning Councils in the three OLA components. Coordination is necessary, nevertheless, to ensure that appropriate duplication rights are acquired to support course delivery by individual institutions.

2.5.3 University

Instructional media services organization varies among the three universities. The most centralized of the three institutions - Simon Fraser University - is in a better position to identify media for which provincial rights clearance would be useful at the university level. At present Simon Fraser University is utilizing in instruction almost a thousand video titles for which provincial rights have been acquired on behalf of advanced education by PEMC. Discussion with representatives of others in the university sector indicates great diversity in requirements and faculty desire to have access to media.

The stake of the university sector in provincial rights acquisition is considerable as perceived by university faculty; however, the three universities vary widely in the organization of their support services and thus the methods by which instructional media priorities are identified and satisfied. Nevertheless, the demand for instructional media is high in many university departments.

2.5.4 Provincial Educational Media Centre (PEMC)

The PEMC was established to provide coordination and support for media services to the B.C. Schools system. A centralized collection of 16 mm film and other audiovisual media was developed by the Centre. Centre staff worked closely with curriculum committees assisting in the identification of learning resources and acquiring those resources.

In the mid-70s when instructional video became one of the preferred media in the classroom PEMC acted to acquire the necessary rights for elementary and secondary school use in the province.

Colleges, institutes and universities quickly realized the advantage of provincial rights over individual institution purchases. With the support of the post-secondary division of the Ministry of Education, funds were provided for PEMC to begin acquiring rights for this sector. Staff was added to PEMC to manage the post-secondary processes of identification of titles and series that should be acquired.

2.5.4 Provincial Educational Media Centre (PEMC) (cont'd)

During most of this period 1.5 FTE staff within the PEMC complement provided acquisition management and selection coordination services. In addition, PEMC clerical staff maintained a database with post-secondary media rights information and provided other routine support services in support of advanced education requirements.

However, a number of changes have occurred which have interrupted the system. Provincial direction of the B.C. colleges and institutes is no longer provided by the Ministry of Education but is in the hands of the Ministry of Advanced Education, Training and Technology. In addition, a major segment of PEMC was spun off in late 1988 to the private sector to become Image Media Services, Ltd. Staff resources which supported post-secondary liaison and coordination have been significantly reduced within PEMC and only partially replaced by contracted services from Vancouver Community College.

In September, 1989 the PEMC Manager, Ken Van Apeldoorn, was asked by his supervisors in the Ministry of Education to comment on PEMC involvement in acquiring and cataloguing post-secondary materials (see appendix 2).

He indicated, "Because negotiating is the major part of our (PEMC's) involvement with post-secondary, (given the able support in identifying titles for purchase and cataloguing provided by Vancouver Community College) and because we benefit from this relationship, I recommend we continue to support Post-Secondary through acquisition of rights." That support most recently has taken the form of execution of contracts for video rights according to specifications developed by post-secondary.

He noted that the primary benefit is in the money saved by both educational sectors when broader rights are negotiated with distributors, a benefit that can be eroded when rights for the same titles are purchased at separate times.

3. SUPPORTING ADVANCED EDUCATION CURRICULUM WITH VIDEO AND COMPUTING RESOURCES

The system for identification, acquisition and inventory control of post-secondary video developed over several years by PEMC in cooperation with the various sectors of advanced education provided an inventory of instructional television which partially met the needs of the curricula. However, changing requirements in post-secondary organizations with an increased emphasis on extending access and revisions to the organization of PEMC underlined the need for a review of media acquisition systems.

3.1 Deficiencies in the Present System

Serious deficiencies in the present post-secondary system of identifying, acquiring and maintaining instructional video and instructional computing resources have been identified by instructors, representatives of instructional adminstration, media librarians, media services managers and institutional open learning department administrators. Some of those deficiencies are the result of **scarcity of resources**. At present there are inadequate numbers of staff for coordination of the range of activities necessary to support the identification, acquisition and maintenance of contracts.

If a model system of media acquisition is to be developed for the post-secondary sector, staff resources must be available to support an effective flow of information about available instructional resources as well as a return flow of information concerning institutional requirements.

There are provincial deficiencies in the amounts of funds available to meet even the highest priority requirements for province-wide licensing of instructional video. Little or no resources have been earmarked for similar services for instructional computing software. The newly created **Educational Technology Centre** is not intending to undertake the role of software evaluation and distribution, according to its Director, Jerry Mussio. For the foreseeable future, its involvement with advanced education will consist of liaison with university faculties of education in relation to teacher development and with other university faculty concerning instructional computing research and development.

3.1 Deficiencies in the Present System (cont'd)

There are system wide gaps in information about available video and computing resources, their potential for post-secondary instruction, the opportunities they provide for improving student access to instruction and the methodology and routes for obtaining approvals and available funds to acquire media resources. Experience has shown that effective deployment of media resources in support of curricula requires knowledgeable resource specialists available to work with curriculum and instructional developers. While some such specialists are available at individual institutions, few are available system-wide.

Information systems which are accessible province-wide and provide data concerning the availability of media have not been developed. A proposal for the development of such a database has been taken through the feasibility stage by MEC. The objective of the proposal, to provide instructors with information about the availability of instructional materials, has been identified by the proposed Electronic Library Network Committee as an important priority in its recent feasibility review.

Contract administration information has been maintained by PEMC. Either because of insufficient maintenance resources or because of system design deficiencies, access to contract information is awkward and that information is sometimes incomplete in the PEMC database. For example, a contract may exist for an entire telecourse series but the PEMC database seems capable only of providing access to the individual segments of the series. Series information must be collated manually.

Staff and computing resources necessary to provide periodic and timely notification of expiring rights seem to be limited. The data available in the PEMC machine-readable files shows evidence of inconsistent application of standards. Contract information is sometimes incomplete; inaccurate or alternate titles without cross reference to standard titles are used at times. As a result searching is difficult.

Most importantly, there are **deficiencies in coordination** of the entire range of activity necessary to acquire instructional television rights and computing licenses. The existing video acquisition system is not visible, accessible by instructors and instructional support managers or understood. There is no system-wide structure for evaluation, acquisition and promotion of instructional computing software. Not all potential users of licensed video are provided with timely information about needs.

3.2 Components of an Electronic Media Acquisition System

Although the term "acquisitions" is used to provide a focus for this section, in fact acquisition of licenses for identified software is, while essential, only one step in the process. What, then, should be the component parts of a system in B.C. to provide electronic media resources to advanced education?

In order to identify the elements of a post-secondary media acquisition system a framework is required. From consultation with the individuals involved in past and present systems the components may be defined as follows:

TABLE 1: POST-SECONDARY MEDIA ACQUISITIONS FRAMEWORK

System Requirement	Related Activity
Needs Identification	Collation of information from post-secondary institutions and other agencies undertaking curriculum and instructional development.
Resource Identification	Compilation of information about media resources which may meet needs.
Resource Information Service	Provision of information to advanced education institutions concerning instructional media access, availability and location.
Resource Evaluation	Assessment of media resources by curricula and instructional developers.
Coordination	Prioritization of curricula and instructional development initiatives and assessment of system capability in terms of fiscal resources.
Rights Specification	Completion of resource user specifications of rights to be acquired.
Acquisition	Negotiation and execution of licensing agreements with vendors.
Resource Availability	Provision of periodic or online information about available resources.
Resource Delivery	Provision of copy to the system through a duplicating service or by electronic downloading means.
Resource Utilization	Provision of interactive professional and instructional development services to support effective use of resources.
Resource Administration	Compilation of rights status reports and institutional or agency reneval requirements. Provision system-wide of notice of rights expiration for action.

At present, as noted in Appendix A and section 4.1, responsibility for undertaking the necessary activities is shared among the Curriculum Centre, Vancouver Community College, The Open Learning Agency components, PEMC and Image Media Services, Inc.

3.2 Components of a Major Media Acquisition System (cont'd)

The framework described in Table 1 with its cycle of needs identification, coordination, acquisition and resource administration can address the diverse and overlapping requirements of components of OLA, the colleges and institutes, the universities and such special projects as may arise periodically.

One responsibility, Resources Utilization, a significant system requirement, is unassigned. Deficiencies, as observed above, exist in the resources available to support the requirements of the system. Identification and deployment of adequate resources to in-fill the unassigned areas of responsibility and to reduce the deficiencies are necessary if an effective post-secondary media licensing system is to be developed. An office or agency coordinating the electronic instructional media requirements of B.C.'s advanced education system, on the face of all evidence, is a requirement.

4. REQUIREMENT FOR AN ADVANCED EDUCATION MEDIA COORDINATING AGENCY

Of necessity, B.C.'s advanced education instructional system is diverse and growing more so. It must respond to students' basic education, academic and occupational needs. The support services which are organized in all advanced education institutions must also be able to respond to those diverse instructional needs.

With the growing emphasis on the acquisition of rights for electronic instructional media, an agency which is sensitive to advanced education curriculum requirements is required. This agency must also be aware of the diversity of instructional uses to which electronic media is put and must have the capacity to undertake the technical aspects of rights specification. The framework detailed in Table 1 outlines the functions that such an agency must undertake. The agency should be responsible for coordinating the overlapping requirements of at least six distinct groups of institutions and one or more existing service agencies.

4.1 Existing Agencies and Institutions Coordinating Media Rights

The roles of **PEMC** and its private sector partner **Image Media Services** have been outlined above. These agencies are designed to serve elementary and secondary curriculum and media needs. They have been of significant assistance in providing media services to the post-secondary sector but attention is focused on the major revisions occurring in elementary and secondary curricula.

4.1 Existing Agencies and Institutions Coordinating Media Rights (cont'd)

The **Centre for Curriculum and Professional Development** has entered into contract with Vancouver Community College to provide most of the services no longer provided by PEMC. However, most of the resources formerly available to undertake that task have been redeployed or reduced. Support through the current contract as detailed in section 2.4 will not meet system needs.

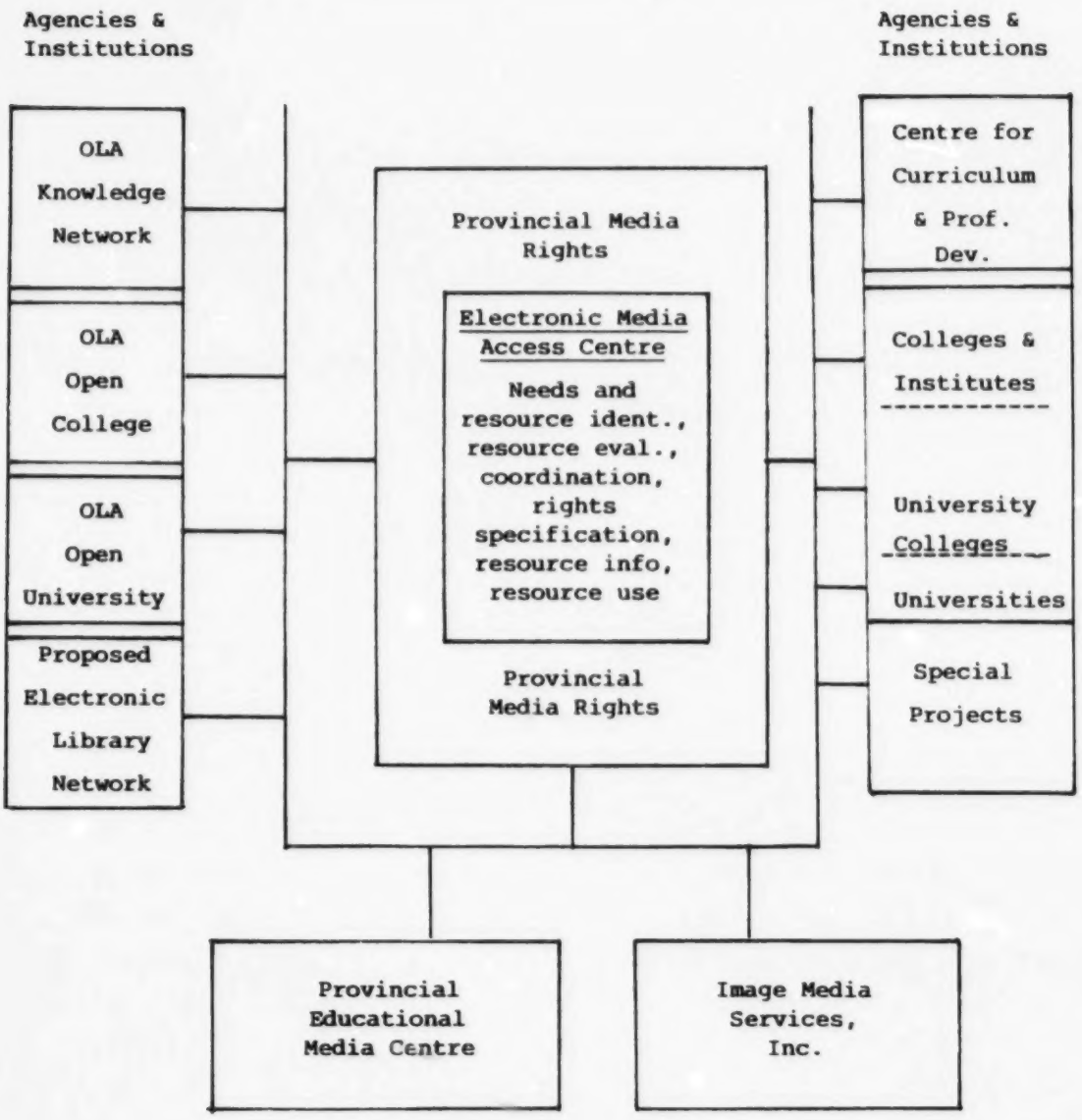
The **Knowledge Network** has undertaken the purchase of broadcast rights on behalf of the post-secondary system. The Network focus is on distribution through broadcast; while this is an essential element for the Network and post-secondary institutions, it represents only a partial segment of instructional media utilization needs in the system.

No existing institution or agency has the mandate or capacity to serve the full range of provincial-rights acquisition for electronic media at the advanced education level. Examination of the two obvious options - i.e. increasing the capacity and mandate of an existing institution or agency or creation of a new agency to undertake the required tasks to coordinate media acquisition - indicates that a bit of both options may be the most satisfactory.

A new "office" is required. It should have the expertise and human resources to manage the needs identification and resource evaluation tasks necessary to select media. The office needs the capacity to undertake rights specification development with institutions and to administer existing rights contracts. Above all, the office must provide coordinating services among the diverse institutions in advanced education.

The present elements of the rights acquisition system must not be discarded, however. The strengths of the Knowledge Network in acquiring media broadcast rights should be retained. The cost effectiveness of "packaged" rights negotiation, which include both secondary and post-secondary access combined with broadcast rights, must be maintained and enhanced. Linkages to the proposed Electronic Library Network with its existing and to-be-developed information base should also be created.

TABLE 2: Electronic Media Access Centre



5. RECOMMENDATIONS

In summary, an "office" (the suggested title for the Office is **Electronic Media Access Centre**) should be created to serve post-secondary needs for provincial rights acquisition and administration. The office should strengthen the best of the present system without displacing that which works to an institution's or group of institutions' benefit. It should create the necessary elements to make the process whole. It should be funded to do the task.

With that vision in mind it is possible to make recommendations and outline an implementation plan.

Recommendation 1

That an office be created to provide system coordination for the identification, acquisition and administration of electronic media province-wide rights and that it operate under the umbrella of the Centre for Curriculum and Professional Development.

The "Electronic Media Access Centre" would undertake all of the activities listed in Table 1 except the execution of media licensing and the duplicating and broadcast services necessary for the delivery of media resources to the system. These may be undertaken by Open Learning Agency components or remain with PEMC and the Image Media Services. There are arguments for both. Assessment of the options should be undertaken prior to the establishment of the office. In the interim PEMC should be requested to continue present support.

A tendering process should be implemented for video duplication and distribution services for 1990/91. Specifications for these services should be developed to support the process.

As noted in Section 2.5.4. PEMC employed 1.5 F.T.E. staff in responsibilities associated with media acquisition for post-secondary. At present .55 FTE is available. The result is that only minimal service is being delivered to the institutions and agencies.

In response to the tasks and the system development to be undertaken, three positions should be funded in 1990/91 and 1991/92. The staffing should consist of a coordinator, a media professional i.e. librarian or related professional and a support position.

Recommendation 2

That a board be established consisting of representatives of the institution or groups of institutions which are served by or linked to the office.

Recommendation 2 (cont'd)

The board would guide the office especially in the establishment of priorities for acquisition. It would develop the criteria for rights purchase and act to ensure that acquisitions were cost-effective for all segments of the provincial education system.

Recommendation 3

That the Electronic Media Access Centre manage, in cooperation with the proposed Electronic Library Network the development of the proposed Media Database.

The Media Database, because of its unique and effective contribution to advanced education throughout the province is recommended as a high priority project for the Electronic Library Network. The original feasibility study did not identify the requirement for accessible information concerning licensing status which has emerged during the study for this report. Such data which it is feasible to input, would provide media collection management information on demand to all institutions in the province. Provision should be made for sharing of media rights information with the PEMC and the elementary and secondary schools of the Province.

In addition to the identified staffing in recommendation one and the requirements detailed in the Media Database feasibility study, staff resources will be necessary to input video license status information into the Media Database.

The Electronic Media Access Centre should undertake identification of the staffing required.

Recommendation 4

That the 1990/91 funding for acquisition of provincial duplication and usage rights for advanced education be raised to better reflect system-wide requirements for video acquisition.

The best estimate, based on the number of existing rights expiring in 1990/91, the backlog of high demand video rights which have already expired and for which there are no funds for renewal, and the demand for new non-broadcast rights to serve advanced education, is that **$450,000** will be required next year for highest priority rights acquisition and that 1990/91 funding include salary and related expenses for the three positions specified in recommendation one.

Staffing costs and operating expenses in 1990/91 based on the early establishment of the office would be **$177,400** in 1989/90 dollars.

1990/91 Budget Recommendation

Operating Expenses

Coordination	$177,400
Rights Acquisition	$450,000

(Funding for facilities and proposed media Database requirements not included).

Total Operating Expenses:	**$627,400**
Capital Expenses	**$33,700**
TOTAL:	**$661,100**

In future years the office should provide budget estimates based on known rights expiration, an estimated level of curriculum development, and system media demand for several years forward in order to support longer range fiscal and media acquisition planning.

6. IMPLEMENTATION

Some elements of the **Electronic Media Access Centre** will require a year or more to put into place. A fully operational office will not be possible until the Media Union Database is developed and can be accessed by all educational institutions in the province.

Other elements are in place at present although they are rudimentary because of under-staffing or under-funding. With enhanced funding to better respond to system needs Vancouver Community College is prepared to continue providing the following - coordination of resource system requirements needs, identification and evaluation, rights specification development and provision of resource status and availability information - until the elements that would make up the Electronic Media Access Centre can be put into place.

The development of the expertise to acquire microcomputer software rights for groups of institutions or all institutions in the post-secondary sector will require some additional time; time to assess the resource needs and identify commonly used software; time to identify software applicable to significant segments of the system and time to work with vendors to ascertain cost benefits of province-wide rights acquisition. Initial steps in this evolving instructional

support area should be delayed until the second year of operation of the Centre. At that time the first steps should be to define requirements with the objective of implementation in year three.

There is the opportunity to create an advanced education service agency which can build on the efforts of the Media Exchange Cooperative; the contributions to provincial curriculum of the Centre of Curriculum and Professional Development; the support of PEMC; the broadcast expertise of the Knowledge Network and the instructional strategy expertise of the many instructors and course developers of the Open College (OLA) and Open University (OLA) and the province's colleges, institutes and universities.

Students will be the beneficiaries. Their learning will be extended and enlivened by electronic media. Processes inaccesible to them will be displayed before their eyes; micro-worlds will be visible; history will come alive; complex concepts will be illustrated and explained; practice will be guided and skills will be strengthened.

Discussion Paper

INFORMATION TECHNOLOGY AND THE COLLEGE SYSTEM:

A PLAN FOR ACTION

Prepared by the
Committee on Computer-Based Education -
Ministry of Advanced Education and Job Training

for the

Province of British Columbia

July, 1987

7. ACQUISITIONS AND EVALUATIONS OF SOFTWARE AND COURSEWARE

All colleges and institutes are currently or will soon be acquiring software, courseware and hardware for educational and training programs. Co-operative efforts in evaluating and purchasing these items hold the promise of providing significant benefits to the participants.

The Provincial Education Media Centre is currently engaged in obtaining copyright clearance on educational materials and, in fact, has been clearing rights, on microcomputer software for the K-12 sector. Provincial Educational Media Centre provided services to the post-secondary institutions up until the elimination of these services this year (1987/88). Preliminary discussions with staff from Provincial Education Media Centre suggest that there is a willingness to re-instate regular media acquisition services and to extend this service to software for the post-secondary system if the required resources are provided.

The Committee recommends that the Provincial Education Media Centre be requested to provide services to the college system in evaluating and acquiring educational software and courseware.

The Committee suggests that a two-tier system of funding for this service be explored with Provincial Educational Media Centre and with the colleges:

a) core funding for basic operations in evaluating and acquiring software;

b) acquisition and distribution of this material to be financed via sale to colleges and institutes.

This will enable Provincial Education Media Centre to provide a valuable service to the colleges but, because the purchases are made by the acquiring colleges, it will avoid the problem of having educational materials centrally mandated. In this way, the autonomy of the individual colleges can be preserved yet each can benefit from the savings produced by co-operative purchasing of common materials.

Administrative changes will be necessary to enable Provincial Educational Media Centre to collect fees directly for the sale of goods. Presently all revenue is received by the Province.

MODELS FOR CONSIDERATION

CLEARANCE OF COPYRIGHT ON SOFTWARE

FOR EDUCATIONAL USE

Objective:

Identify the various models available to the post-secondary educational community which may be used to clear copyright limitations on computer software that has been identified as having curricular value across a multi-institutional base.

There are a variety of models which have been employed in British Columbia for a decade or more in the clearance of copyright for educational software. The validity of that statement depends upon the willingness of the reader to concede that the term "software" is generic rather than specific; it has been widely used in the audio-visual field, for example, to identify materials (films, sound recordings, video tapes) as opposed to the equipment (hardware) used to manipulate those materials. The models used to clear copyright pertaining to a film series or a title available on video tape, both of which are desired by a number of British Columbia institutions, may be considered for use in the case of similarly identified computer software.

A. The Media Exchange Cooperative is a consortium of post-secondary institutions operating at the behest of a board or committee which draws its institutional representation from those who have responsibility for the selection, acquisition and distribution of media software. Established in 1972, the Media Exchange Cooperative accommodates a number of functions among which is the identification of mutually-desired resource materials. Representatives bring to the Media Exchange Cooperative table an institutional list which has been prioritized; such lists are then rationalized to identify group priorities. Once accomplished, there are a variety of steps which may be taken to accommodate acquisition:

1. Given, for example, that Media Exchange Cooperative finds that seven or eight institutions desire a particular title, it may approach the Provincial Educational Media Centre with a request that Provincial Educational Media Centre acquire it from its available funds. Such acquisition, it is expected, will include negotiation for duplication rights and the use by any publicly-funded educational institution. The Provincial Educational Media Centre may, on occasion, respond with a plea for fiscal assistance; those Media Exchange Cooperative member institutions which have prioritized the title may then be asked to contribute funds towards the title's acquisition by Provincial Educational Media Centre.

2. On another occasion, the Media Exchange Cooperative may find that a minority of its members have prioritized a title but feel strongly about its acquisition and clearance. Those members, acting as a group, may agree on a respective fiscal assessment and approach the Provincial Educational Media Centre to undertake acquisition/clearance on their behalf. It is always understood that, when so approached, the Provincial Educational Media Centre will clear not just for the group but the province as a whole.

3. The Provincial Educational Media Centre may approach the Media Exchange Cooperative with a list of prospective titles it has identified as having merit for acquisition and request the Media Exchange Cooperative to analyze and prioritize from its perspective. There have been infrequent occasions when an individual Media Exchange Cooperative member, feeling strongly about a particular title, has contributed towards the cost of acquisition when, if acting independently, the costs would have been considerably in excess of the contribution.

B. There have been instances where an institution, seeking a solution to its own peculiar objectives, has independently acquired institutional rights to a particular telecourse, for example. The material has subsequently been seen to have broader applications and, either on its own initiative or at the provocation of other institutions, the Provincial Educational Media Centre has moved after the fact to acquire provincial rights.

C. The Telecourse Acquisition Committee provides yet another model. In this instance, the Ministry acted out of interest in a rational base for the acquisition of telecourse materials. It also has in hand a request from the KNOW for the allocation of acquisition funding to serve its own ends. Given an apparent conflict of interest, the Ministry commissioned a committee, heavily weighted from the instructional sector, but with representation from the KNOW, as well as from the Provincial Educational Media Centre. The committee was mandated under the aegis of the Council of Principals from whose ranks a chairman was drawn; in this instance J. McInnis, Principal of East Kootenay Community College, was called upon to chair and to accept institutional fiscal responsibility for funds allocated for the purpose by the Ministry. The committee calls for and reviews telecourse project proposals from throughout the college system. It evaluates the proposals in terms of their respective potential benefits to the system, then requests the Provincial Educational Media Centre undertake the necessary acquisition and clearance of broadcast rights, duplication rights, etc. The Provincial Educational Media Centre, upon completion of its assignments, invoices East Kootenay Community College accordingly.

D. It should by now be apparent to anyone that there is an essential player in the models described above. This province is uniquely favored in that it has incorporated into the educational system an agency which is responsible for clearance of a variety of rights appended to a variety of instructional materials - deemed appropriate by those responsible for instruction. The Provincial Educational Media Centre has a resident knowledge concerning copyright clearance and a history of successful negotiation and administration of those rights. In fact, while it has not been asked nor funded to do so by the post-secondary community, it has been clearing rights on microcomputer software for the K-12 sector for some time. It is recommended that, whatever model may be under consideration for clearance of rights to computer software for use by colleges, the resident expertise of the Provincial Educational Media Committee be considered at the very least for consultation as to the most appropriate process. (3)

---

3. B. MacLean, Director, Instructional Media Services Vancouver Community College

Province of British Columbia
Ministry of Education
SCHOOLS DEPARTMENT

MEMORANDUM

To: Robin Syme
Director
Resources Branch

Oscar Bedard
Executive Director
Program Development Division

Date: 1989 09 27

From: Ken Van Apeldoorn
Manager
Provincial Educational Media Centre
Resources Branch

Re: **Post Secondary Acquisitions Rationale**

In response to your request for information and a case to support our Branch's involvement in acquiring and cataloguing Post -Secondary materials, let me present the following:

(1) Many programs which we acquire are never clearly K-12 or clearly Post -Secondary in their audience appeal. For this reason programs purchased for one audience have value for the other audience.

(2) Post -Secondary titles can (if negotiations are done centrally) be cleared for K-12 for very little extra, perhaps 20% more. The same holds true for titles purchased for K-12. If we establish a precedent like we have with KNOW where they negotiate for broadcast and off-air rights separately from duplication, education dollars clearly won't stretch as far. Distributors of video programming will certainly sell rights to whomever they can and for as much as they can. Centralized, or at the very least, co-ordinated rights acquisition ensures against poor precedents and ultimately saves dollars. I would estimate the province could spend as much as 50% more for video rights if Post -Secondary and K-12 negotiations were carried on independently.

(3) Currently Vancouver Community College is under contract to the Post -Secondary Curriculum Centre to recommend Post -Secondary acquisitions and monitor utilization. This does not cost our Ministry anything.

(4) The cost of cataloguing and producing catalogues for Post-Secondary is born by the Curriculum Centre.

(5) The sale of Post -Secondary titles contributes significantly to fulfilling the terms of our Ministry's contract with Image Media Services. Without these sales, our Ministry might have to subsidize media purchases.

cont./..2

(6) We benefit from purchasing rights for many titles simultaneously; that is, by putting together packages involving many thousands of dollars. Post-Secondary and K-12 titles are supplied by the same distirbutors and contribute toward negotiating on a "package price". Cost savings are significant.

Summary:

Because negotiating is the major part of our involvement with Post-Secondary, (given the able support in identifying titles for purchase and cataloguing provided by Vancouver Community College) and because we benefit from this relationship, I recommend we continue to support Post-Secondary through acquisition of rights. I can become more specific in identifying examples of where money has been saved should you require this information.

Ken Van Apeldoorn

KVA/bak

c.c. Bruce MacLean
Vancouver Community College

✓Ross Carter
Vancouver Community College

Bev Matsu
Program Co-ordinator

CENTRE FOR CURRICULUM AND PROFESSIONAL DEVELOPMENT

Advancement through Education

June 14, 1989

Mr. Ross Carter
Director, College Resources
Vancouver Community College
Central Administration
1155 East Broadway
Vancouver, BC
V5T 4N4

Dear Mr. Carter:

Re: PEMC Post-Secondary Coordination Services

This letter and the attached *Guidelines for Provincial Educational Media Centre Services to the Colleges and Institutes 1989/90, June 12, 1989,* constitute a formal agreement between the Centre for Curriculum and Professional Development ("Centre") and Vancouver Community College ("VCC") for the provision of services ("Services") as described under *Policies and Procedures, 3. Vancouver Community College* on the attached *Guidelines.* As per discussions between JoAnne Pasquale and Bruce MacLean, items 2.5, 2.6 and 3.7 under *Policies and Procedures* have been amended slightly. As these changes clarify, but do not affect the intention of the statements, Ken Van Apeldoorn of PEMC will be notified by copy of this letter.

This agreement is effective for the period commencing on April 1, 1989 and ending on March 31, 1990. The Centre will pay VCC for the performance of the Services an amount not exceeding an aggregate of $150,000.00. Payment of these monies will be made in four equal installments of $37,500.00 each on June 30, 1989, September 30, 1989, December 31, 1989, and March 31, 1990. It is agreed that these monies will be used to pay for acquisition of provincial rights to media resources for the post-secondary system, coordination services provided by VCC, and production of a catalogue or supplement.

It is agreed that VCC will establish and maintain books of account to which the Centre will have access at all reasonable times. A complete financial report will be presented to the Director of the Centre at the end of the term of this agreement. It is also agreed that any monies not expended during this term, will be held by VCC on behalf of the Centre.

...2

Please sign both of the two enclosed copies of this letter and return one copy to the Director of the Centre.

Yours truly,

Witness

Director, Centre for Curriculum and Professional Development

Witness

Director, College Resources
Vancouver Community College

June 14, 1989
Date

Enclosure

cc: Ken Van Apeldoorn
Nick Rubidge
David Adams

Centre for Curriculum and Professional Development

Guidelines for
Provincial Educational Media Centre
Services to the Colleges and Institutes
1989/90

Goals

The Centre for Curriculum and Professional Development (Centre) has been given the responsibility, by the Ministry of Advanced Education and Job Training, for liaison with the Provincial Educational Media Centre (PEMC) regarding media services for the provincial Colleges and Institutes. The goals of the Centre in this regard are to:

1. ensure the efficient and effective expenditure of both the funds provided by the Centre and monies allocated by PEMC for College/Institute services

2. account for the expenditure of these funds

3. systemize the relationship between PEMC, the Centre, the College/Institute system, and other related provincial institutions or agencies.

Policies and Procedures

Services to the Colleges and Institutes will be provided jointly by the Centre, PEMC, and Vancouver Community College (VCC) as outlined below:

1. Centre for Curriculum and Professional Development

   1.1 establish guidelines, policies, and general procedures
   1.2 establish agreements with PEMC and VCC for the provision of services
   1.3 provide VCC with an outline of curriculum development projects, priorities, and development team contacts for the year
   1.4 transfer funds to VCC on a quarterly basis
   1.5 report to the Ministry on the expenditure of the funds and services provided
   1.6 undertake a review of the provision of provincial post-secondary media services

2. Provincial Educational Media Centre

   2.1 negotiate acquisition/renewal of rights
   2.2 receive materials and transfer invoices to VCC for payment
   2.3 keep records of contracts with distributors
   2.4 provide data entry services and catalogue/supplement preparation
   2.5 provide renewals information to VCC
   2.6 provide previewing services upon request by VCC
   2.7 provide dubbing and distribution services via Image Media Services
   2.8 provide production services via Image Media Services
   2.9 liaise with VCC regarding K - 12 and shared acquisitions/renewals
   2.10 liaise with VCC regarding all issues related to post-secondary services including prior approval of post-secondary acquisitions/renewals and productions

3. Vancouver Community College

3.1 provide post-secondary coordination services

3.2 purchase provincial rights to media resources for the post-secondary system based on this order of priority:

3.2.1 in support of existing and upcoming provincial curricula, and depending on the availability of funding,

3.2.2 in support of other system-wide needs as identified by the Centre, the Ministry of Advanced Education and Job Training, or the Media Exchange Cooperative

3.3 produce an annual catalogue/supplement of PEMC post-secondary media resources

3.4 present to the Centre a proposed budget for services, acquisitions/renewals, and catalogue/supplement production

3.5 pay invoices for the acquisition/renewal of rights

3.6 liaise with the Centre and associated development teams regarding the acquisition/renewal and production needs of the provincial curriculum publications and projects

3.7 liaise with the Centre, the Ministry of Advanced Education and Job Training, and the Media Exchange Cooperative regarding their needs

3.8 search for appropriate materials for provincial curriculum publications and projects

3.9 evaluate resources for technical quality and content applicability

3.10 present to the Centre recommendations for acquisitions/renewals and productions based on the priorities set by the Centre

3.11 liaise with other providers of media resources:

3.11.1 the Open Learning Agency regarding information about their acquisition and production of telecourses and other media

3.11.2 the Media Exchange Cooperative regarding information about their media acquisitions

3.11.3 PEMC regarding information about their K-12 acquisitions/renewals and productions

3.12 act as a clearinghouse of information for all these parties regarding the acquisition and production of media resources.

3.13 submit an annual report to the Centre which accounts for the expenditure of the funds, reports on the year's activities, and recommends future plans of action if applicable.

APPENDIX 4

INSTRUCTIONAL MEDIA IN THE B.C. POST-SECONDARY SYSTEM

16 mm Film

The oldest of the three media, 16 mm film has been widely used in instruction since the 1940's. Because copies were not easily made producers of instructional film licensed distributors to copy and market their productions to individual schools, colleges and universities. Very early in the game, these institutions realized that their instructional films were used only intermittently and that access to their film holdings could be traded for access to neighbouring film collections if in-house users booked in advanced.

As a result, film user groups or cooperatives arose throughout North America. In B.C. at the post-secondary level the Media Exchange Cooperative (MEC) was formed in 1968 to facilitate sharing of 16 mm film resources. It produced, with provincial assistance, a series of catalogues of member film holdings, coordinated film previewing and provided early information about prospective purchases to reduce unnecessary duplication.

Approximately 7,000 films are now held in learning resource centres in B.C. colleges and institutes. University collections would bring that total well over 10,000. B.C.'s three public universities are members of MEC.

Film collections, while not static, are increasing only marginally and new films are acquired primarily where the format is the only option or an instructional setting demands a large picture. Even film study courses are supported by video although it is not the preferred medium.

Instructional Video

Video collections began to be built in North American colleges and universities in the 1960s. Initially, these consisted of very expensive local productions on difficult-to-duplicate one inch tape. With development of the standardized half inch video cassette, the improvements of play back equipment and a flood of new video and film-reformatted-to-video instructional programs available on the market, television began to replace 16 mm film as the dominant audiovisual instructional tool in the 1970s.

Because of the ease with which half inch video could be copied, distributions quickly evolved a revised approach to distribution. Schools, colleges and universities could no longer buy a "print" of a video program for eternity as with 16 mm film. Instead video programs were licensed for use in defined ways at specified sites for a limited period of time.

Instructional Video (cont'd)

In British Columbia, the Provincial Educational Media Centre (PEMC) which had built a provincial film collection in support of elementary and secondary school curriculum, began to purchase licenses for instructional video on behalf of the schools sector. These licenses or contracts were executed by PEMC for duplication and usage rights by the schools for a specified number of years. PEMC undertook duplicating services, providing the schools with the required copies for a small service fee and the cost of video tape.

As post-secondary video materials became available in the mid-1980s PEMC was asked to undertake similar services for the colleges and institutes. At that time, supported by funds from the post-secondary division of the Ministry of Education, contracts for specified rights to duplicate and use identified instructional video were signed. Most of these contracts were written for a period of five years at which time all existing copies were to be erased. A few contracts were written with a non-erasure clause allowing existing cassettes to be maintained. Most of these contracts supported the requirements of the colleges and institutes, the universities and the new Open Learning Institute and Knowledge Network. Funding for the letter two institutions' requirements came from either their budget or special allocations from the Ministry.

A total of 18,000 instructional video cassettes, the overwhelming majority of which were acquired from PEMC, are now held in the learning resource centres of the colleges, institutes and universities in B.C. The individual collections range between 850 and 1,200 titles and consist of single programs and multi-program series. Universities in the province have been active users of the PEMC services to provide instructional video. Faculty of Education curriculum centres and institutional media centres at the universities have acquired hundreds of video titles from PEMC.

Microcomputer Software

Licensing of microcomputer software, again because of the ease with which many programs can be copied, is taking somewhat similar forms as instructional video. However, provincial licensing at the post-secondary level has not occurred perhaps because of the diversity of software, equipment and instructional requirements. PEMC, nevertheless, arranged with vendors to distribute common application and elementary and secondary level instructional software at greatly discounted prices.

The more typical pattern of licensing of software for post-secondary instructional use has been by individual institutions. specified sites and numbers of copies are usual. Access to software upgrades and manuals are usually spelled out in the contract.

Microcomputer Software (cont'd)

There is no inventory of microcomputer software holdings of post-secondary institutions. Since most of the instructional software is site specific and held in individual instructional departments such an inventory for anything other than research interest is probably unnecessary. However, college and institute learning resource centres are beginning to add software to their collections. Holdings are typically in the order of one hundred titles and exist in only half a dozen of the college libraries.

In 1987 the Committee on Computer-Based Education discussion paper **Information Technology and the College System: A Plan for Action** addressed the question of evaluation and acquisition of microcomputer software. The Committee suggested that PEMC provide services to the college system in evaluating and acquiring software. Models were explored for the acquisition of usage and duplication rights for software (see appendix 1).

Summary

16 mm instructional film will continue to be purchased as needed by individual post-secondary institutions. Coordination of purchases and sharing of resources will continue under the auspices of MEC.

Microcomputer software evaluation and system acquisition has not developed except for software aimed primarily at the schools' sector. Image Media Services' provision of word processing, spreadsheet and database management software at significantly discounted prices does include the post-secondary institutions. It is unlikely that such large discounts can be extended to computer-based educational software because of limited markets for the immediate future. Nevertheless, the establishment of the new Educational Technology Centre by the Ministry of Education to research and promote the effective use of computing in instruction suggests a growing priority in B.C. The number and range of instructional software for post-secondary is increasing. Evaluation, acquisition and promotion of software at the advanced education level along the lines suggested in the report of the Committee on Computer-Based Education would be useful.

Video rights acquisition continues to present an excellent opportunity for provincial coordination. Vendors of instructional video have proved willing to discount prices considerably when asked to provide provincial rights. In most instances provincial duplication and use rights to an instructional video title can be purchased at the combined cost that half a dozen individual institutions would pay. If those rights are combined with secondary or elementary/secondary provincial rights the per unit cost can be reduced even further. (see appendix 2).

APPENDIX 5

NON-BROADCAST
INSTRUCTIONAL VIDEO REQUIRED FOR PROVINCIAL CURRICULUM PUBLICATIONS (1989/90)
(Prices subject to negotiations with Vendor)

Title	Publication	Status	Cost $
Back Facts	TRAC Common Core	Renew	2,000
Balablok	ABE Social Studies	New	35
Bamboo, Lions and Dragons	ABE Social Studies	New	130
Brazing and Braze Welding	TRAC Comm. Transport Spec.	Renew	700 est
Chain Saw Safety	TRAC Carpentry/Joinery Occupational Core	Renew	500 est
Drill Press: Woodworking	TRAC Carpentry/Joinery Occupational Core	Renew	804
Dumpy Level	TRAC Carpentry Specialty	Renew	850
Front End	Auto. Mech. Repair Appren.	New	3,320
Grinding Wheel Safety	TRAC Mach/Millwright Occ. Core	Renew	890
Hand Saws	TRAC Common Core	Renew	750
Interview Film	TRAC Common Core	Renew	517
K-Cycle Engine	Heavy Duty Mech. Repair Appren.	Renew	1,000 est
Neighbours	ABE Social Studies	New	40
Propaganda Message	ABE Social Studies	New	65
Safety Belts	TRAC Carpentry Specialty	Renew	509
Standing Alone	ABE Social Studies	New	290
Ted Baryluk's Grocery	ABE Social Studies	New	50
These are My People	ABE Social Studies	New	65
Twitch	ABE Social Studies	New	65
You're Not Communicating	TRAC Parts Trade Occ. Core	Renew	517
			13,097

Title	Publication	Status	Cost $
		b/f	13,097
Automechanics (series)	TRAC Mech. & Parts Trade Occ. Core & TRAC Auto & Comm. Trans. Specialty	Renew	11,025
Basic Electricity and OC Circuits (series)	TRAC Plumbing Specialty	Renew	6,000
Blueprint Reading for Machinists (series)	TRAC Mach/Millwrighting Occupational Core	Renew	3,375
Blueprint Reading for Welders (series)	TRAC Comm. Transport Spec. and Welder Training	Renew	3,780
Carpentry Apprenticeship (series)	Carpentry Apprenticeship	Renew	4,900
Engineering Craft (partial series)	TRAC Common Core & TRAC Mach/Millwright. Occ Core	Renew	3,200
Gas Tungsten Arc Welding, Pie & Tubing (series)	Welder Training	New	15,000 est
Good Work (series)	TRAC Mach/Millwright Occupational Core	Renew	988
Industrial Hydraulic Technology (series)	Heavy Duty Mech. Repair Apprenticeship	Renew	9,890
Machine Technology (series)	TRAC Common Core, TRAC Mach/ Mill Occupational Core and Welder Training	Renew	4,000
Marshall Maintenance (series)	TRAC Common Core, Mech. Occ. Trans/Mach/Mill Occ and Welder Training	Renew	22,068
New Literacy (series)	ABE Advanced Computer Studies	Renew	22,100
Shielded Metal Arc Welding Basic (series)	TRAC Comm. Trans. Specialty and Welder Training	Renew	15,000 est
Steel Making (series)	TRAC Mach/Mill Occ. Core and TRAC Comm. Trans. Specialty	Renew	6,000 est
			140,423

Title	Publication	Status	Cost $
		b/f	140,423
Step by Step (series)	Joinery Apprenticeship	Renew	4,900
Technical Studies (partial series)	TRAC Mach/Millwright Occupational Core	Renew	1,974
Training in Advanced Metal Arc Welding (series)	Welder Training	New	15,000 est
Welding Test and Inspection (series)	Welder Training	Renew	15,000 est
Welding Series Set I (series)	TRAC Common Core, Const. Indus. Mobile Crane Op. Appren. & Welder Training	Renew	15,000 est
Welding Series Set II (series)	Welder Training	Renew	15,000 est
Welding Series Set III (series)	Welder Training	Renew	15,000 est
			222,297

APPENDIX 6

NON-BROADCAST
INSTRUCTIONAL VIDEO REQUIRED FOR SYSTEM PRIORITIES (1989/90)
(Prices subject to negotiations with Vendor)

Title	Discipline	Status	Cost $
Twentieth Century (series)	History	Renew	13,300
Faces of Culture (series)	Anthropology	Renew	10,000
Mechanical Universe (series)	Physics	Renew	10,000
Write Course (series)	English	Renew	10,000
National Dream (series)	History	Renew	12,500
Third Wave (series)	Technology	Renew	9,000
Understanding Behaviour (series)	Business	Renew	10,615
Basic AC Circuits (series)	Electricity	Renew	6,000
Automating the Office (series)	Business	Renew	20,000
Energy Flow (series)	Biology	Renew	5,000 est
Homeostasis (series)	Biology	Renew	5,000
12 Individual Titles	Various	Renew	14,800
Focus on Adult Learners (series)	Instructional Skills	New	7,000
Good Talking with You (series)	Early Childhood Education	New	8,000
Multiculturalism (series)	Sociology	New	15,000 est
Struggle for Democracy (series)	Political Science	New	20,000 est
			176,215

APPENDIX 7

INSTRUCTIONAL VIDEO RIGHTS AND LICENSING

Video is not mentioned explicitly in the first phase of the newly revised Copyright Act of Canada. However, the Act does identify cinematographic works and assigns copyrights to them as dramatic works. Video programs, whether they be videotapes, videocassettes, videodiscs or broadcast television programs are being treated by the court system as copyright works.

Video works, then, are protected under the Copyright Act from unauthorized reproduction. Copies may not be made without the owner's permission.

The showing of a video program for a household or individual seems not to require the permission of the owner. It is deemed to be a private performance and, thus, acceptable without the consent of the owner.

Canadian copyright law does not state what is meant by the public performance of a work but it does indicate that the copyright owner's permission must be obtained to undertake a public performance. Unlike U.S. copyright law, Canadian law does not provide an exemption for the classroom from the public performance restrictions. The weight of legal opinion in Canada is that the performance of a work, i.e., the showing of a video, in a classroom is a public performance.

As a result, colleges, institutes, universities and the Open Learning Agency components have been purchasing the necessary rights to be able to use instructional video in a variety of ways and settings. The agreements cover the following in relation to video reproduction, broadcast and classroom use:

- the right for a specific period of time to broadcast an instructional video program;
- the right to reproduce the program off-air for post-secondary classroom use;
- the possibility of reproducing for backup purposes;
- the right to reproduce the program from a master copy for use in B.C. post-secondary classrooms for a specific period of time;
- the possibility of transferring a video program from one video format to another;
- the right to sell copies of the video program;

(The agreements cover the following cont'd)

- the right to maintain existing copies when the license or rights expire;

- the obligation to erase all copies when the license expires.

Of course, not all of these rights and obligations are acquired for each video program. Provincial licensing is tailored to the specific needs and uses that are required by the colleges, institutes, universities and Open Learning Agency components.